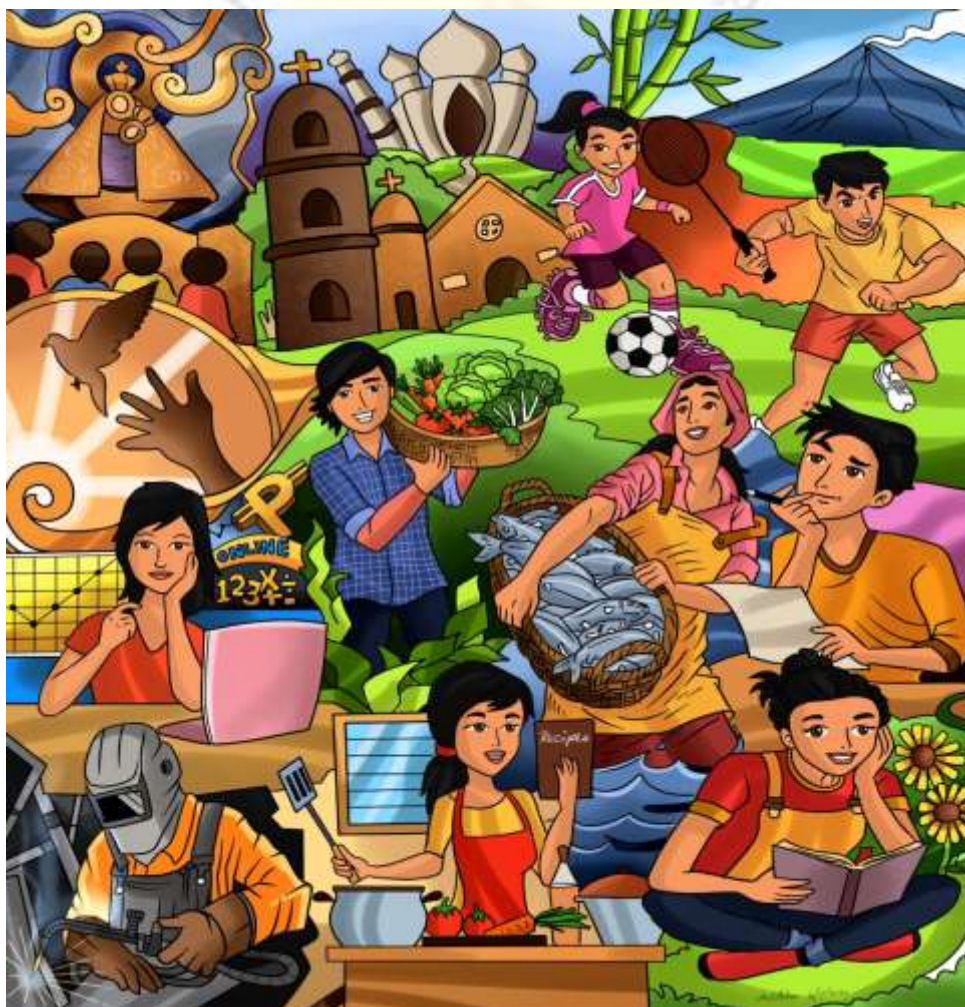


Oral Communication in Context

**Semester 1 – Quarter 2 - Module 9:
Principles of Effective Speech Delivery
Lesson 4: Facial Expressions, Gestures,
Body Movements**



Oral Communication in Context – Grade 11

Semester 1 – Quarter 2 - Module 9

LESSON 4: Facial expressions, gestures, body movements

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Regional Director: Gilbert T. Sadsad
Assistant Regional Director: Jessie L. Amin

Development Team of the Module

Writers:	Roger A. Abitria IV Michelle Anne N. Bolaños
Editors:	Nida D. Bernaldez Roy S. Capangpangan Amorafil S. Bales Margie B. Ajero Cherry Braga-Azor, Ph.D.
Reviewers:	Nida D. Bernaldez Iriga City Division (headed by Dr. Claudia Marilou S. Marpuri)
Illustrator:	Albert B. Belir
Layout Artist:	Alexis I. Piñgol



Regional Center Site, Rawis, Legazpi City 4500



0917 178 1288



region5@deped.gov.ph

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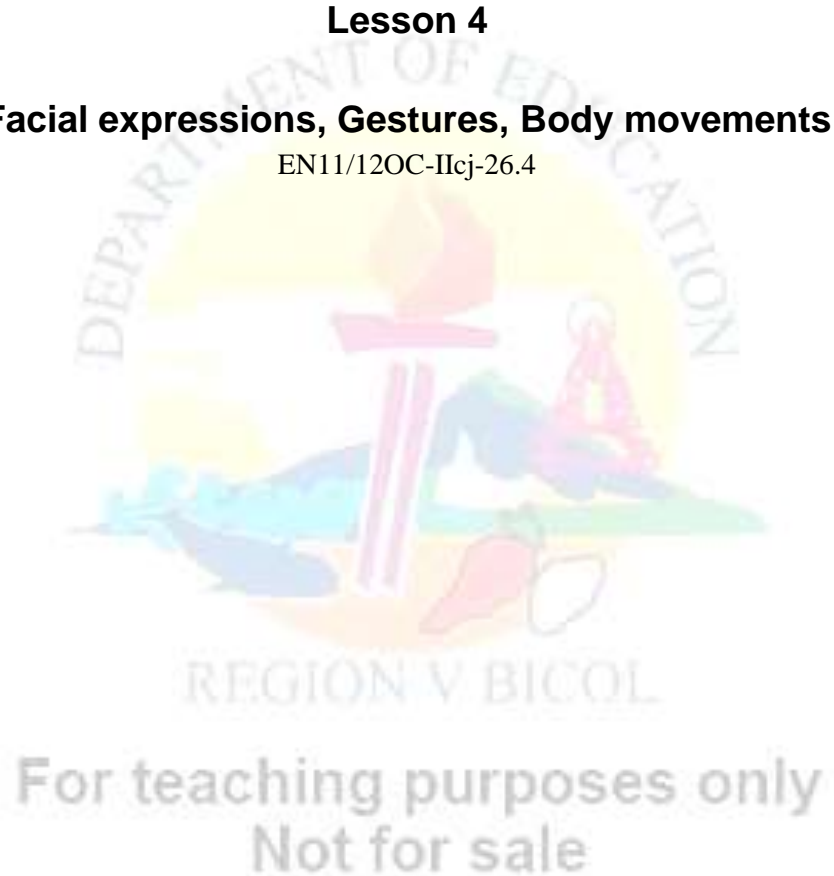


Oral Communication in Context

Lesson 4

Facial expressions, Gestures, Body movements

EN11/12OC-IIcj-26.4





INTRODUCTION

Words that are written properly can help you deliver an effective message, but the way you verbally deliver the message will require the proper use of non-verbal language.

You have learned by now how to write a speech and articulate it properly; In the previous lesson, you also learned what stage presence means. This time you will take a step further in exploring the elements of a successful stage presence, focusing on facial expressions, gestures, and body movements.

The good thing about it is that you use this kind of language every day. Notice when you are angry, your face and body show the same emotion; Your body stiffens, a frown shows up on your face, and your eyes gets really scary. The same thing happens when you are happy, sad, or excited. But using facial expressions, gestures, and body movements can be a bit different when you are on stage delivering a speech.

That is why in this lesson you will be learning how you can effectively use these non-verbal cues in your speech delivery. Are you ready? Let's begin!

Welcome to Module 9 for Oral Communication in Context! Together we will embark on a journey of fun and engaging learning. I know you are excited, so let us get started!

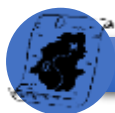


OBJECTIVES

At the end of this module, you are expected to:

1. understand the importance of facial expressions, gestures, and movements,
2. recognize the emotions delivered through facial expressions, gestures, and movements;
3. deliver a speech with the effective use of non-verbal language.

Before we proceed, please take note that all your answers to the activities in this module will be encoded/written on your Oral Com (OC) notebook and submitted during the deadline set.



VOCABULARY LIST

ACTIVITY 1. FILL IN THE BLANKS.

Instructions: Find the answer (the word being defined in each item) from the examples given.

1. _____ is the act of using non-verbal language to convey the message expressed by your written speech.

Example: "I learned from our lesson in Speech Delivery that you need to use your voice and body to help deliver your message in front of an audience. "

2. _____ conveys a message using words that can both be written and spoken.

Example: "I used verbal language when I confessed my true feelings to my best friend by writing her a love letter."

3. _____ on the other hand, conveys a message without the use of words. It uses body language, gestures, and even silence and pauses.

Example: "Anne did not even look at her cousin during the party because she got hurt by her cousin's joke the night before. She definitely made her non-verbal language crystal clear."

4. _____ are emotions that are expressed through the face.

Example: "What was her facial expression when she saw you?"
- "She was so happy that even her eyes were smiling!"

5. _____ is the moving of the hands, arms, or head, etc. to express a message.

Example: "You would often observe students raising their hands in class. That gesture means that they are asking permission to speak either to answer or excuse themselves to go somewhere like going to the bathroom."

6. _____ is the changing of position, or direction, from one place to another.

Example: "Speakers are sometimes instructed to limit their movement: from moving around and standing on different spots while giving their talk



PRE-TEST

ACTIVITY 2. GAUGE YOUR KNOWLEDGE

Instructions: Find the photo that matches the explanation given in each item. Write the letter of your answer on the space provided after every question.

1. The facial expression of disgust is shown when you do not approve of what was said or done. It can be because it comes off as offensive or morally wrong.

Answer: _____.

2. The facial expression of *kilig* is shown when you experience something romantic or idealistic that gives you intense joy and excitement.

Answer: _____.

3. This is a way Filipinos greet each other in informal settings.

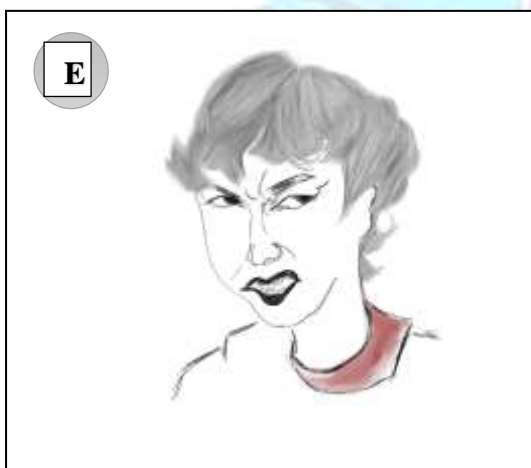
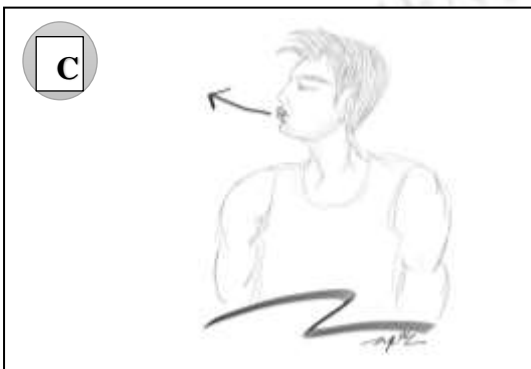
Answer: _____.

4. This gesture is an act of respect given to elders by someone younger. It is done by taking the hand of an elder and gently pressing it upon one's forehead while saying "mano po" or "bless po."

Answer: _____.

5. The gesture of puckering (pushing out) the lips are what Filipinos often do to point at a certain object or direction.

Answer: _____.



Good job on the first set of tasks!



LEARNING AND PROCESS ACTIVITIES

ACTIVITY 3. READ AND LEARN

In speech delivery, the content that you are going to deliver is the speech you have written, but the instruments you're going to use to effectively deliver it are your facial expressions, gestures and movements. And as you have learned in the previous lessons,

speech delivery involves several principles that you should consider. The first one discussed was articulation (clarity) followed by modulation (control) then stage presence (impact), and now you are taking a closer look at facial expressions, gestures, and body movements. Think of these principles as ingredients that make up a well delivered speech!

Facial expression. The way you move your eyes, mouth, and facial muscles can build a connection with your audience. The kind of connection you build can either help or hurt your message. For example, if your speech is about defending human rights then it is not appropriate to appear overly excited. In the same way, if your speech is about celebrating life, then having a sad expression on your face does not make it believable. Study your message, make sure you recognize the emotions that are appropriate to it then let your audience see it, too.

Body language. Audiences respond best to energetic speakers. Energetic does not necessarily mean jumping and down the stage. It can mean doing meaningful movements that prevent your speech from becoming dull and boring.

Gesture. Do not forget your hands; use them to emphasize a point and to express emotion.

“A general rule about movement and gestures: Any movement that reinforces or amplifies your message is good, and any movement that detracts from your message is not. Keep this rule in mind, and you won’t find yourself pulling on your ear every third sentence or making uplifting hand gestures that seem to be saying, “I need to throw up, but nothing’s coming!”

Now, go forth and gesture naturally and appropriately.”

Source: Gary Genard, How to use natural, strong gestures in public speaking, <https://www.genardmethod.com/blog/bid/108028/How-to-Use-Natural-Strong-Gestures-in-Public-Speaking#.VWjfyef9Gc0>

ACTIVITY 4. PRACTICING EMOTIONS

Read this before answering the activity: Parrott’s tree-structured theory explains that human expressions such as affection can be identified as an emotional state under a primary emotion. This theory identified 6 primary emotions: Love, Joy, Surprise, Anger, Sadness, Fear. Each primary emotion has secondary emotions, and secondary emotions have tertiary emotions. But for this activity, you will only be using the first two.

Examine the list then see if you can recognize the different emotions presented. Do not forget to express each emotion as you read it, it will be a good practice for you. You can use a dictionary to help you define unfamiliar words. You will then answer the questions that will follow.

1. **Primary emotion:**
Love

Secondary emotions:
Affection
Longing
Lust

2. **Primary emotion:**
Joy

Secondary emotions:
Cheerful
Zest
Contentment
Pride

Optimism
Enthrallment
Relief

3. **Primary emotion:**
Surprise

Secondary emotion:
Surprise

4. **Primary emotion:**
Anger

Secondary emotions:
Irritability
Rage
Exasperation

Disgust
Envy torment

Shame
Neglect
Sympathy

5. **Primary emotion:**
Sadness

Secondary emotions:
Suffering
Sadness
Disappointment

6. **Primary emotion:**
Fear

Secondary emotions:
Horror
Nervousness

Instructions: Below are famous lines of heroes and authors. You will simply choose a primary emotion that the message expresses; Use the tree-structured theory as your reference. Do not forget to use your facial muscles and your hands!

1. "Do not cry, Pepito, show to these people that you are brave. It is an honor to die for one's country. Not everybody has that chance."- Jose Abad Santos

Emotion: _____.

2. "The obscenities of this country are not girls like you. It is the poverty which is obscene, and the criminal irresponsibility of the leaders who make this poverty a deadening reality. The obscenities in this country are the places of the rich, the new hotels made at the expense of the people, the hospitals where the poor die when they get sick because they don't have the money either for medicines or services. It is only in this light that the real definition of obscenity should be made."- F. Sionil José, Ermita: A Filipino Novel

Emotion: _____.

3. "Sometimes it pays not to be interested in what happened but in what did not happen."- Ambeth Ocampo, Rizal Without the Overcoat

Emotion: _____.

4. "Sometimes I can feel my bones straining under the weight of all the lives I'm not living."- Jonathan Safran Foer, Extremely Loud and Incredibly Close

Emotion: _____.

5. "It's discouraging to think how many people are shocked by honesty and how few by deceit."- Noël Coward, Blithe Spirit

Emotion: _____.

Are you done? Good job! Did you notice how the message became more powerful when you recognized the emotion it expresses?





PRACTICE TASKS

ACTIVITY 5. EVALUATION

Instructions: Recite the 5 famous lines from the previous activity to either your parents, siblings, or even a friend. Remember the emotions, and do not forget to use your facial muscles and hands!

After your mini performance, ask for their feedback and let them point out the strengths and weaknesses they saw when you were reciting. Write down their comments in the table below:

STRENGTHS	WEAKNESSES

Remember! Speech delivery involves the ability to know and control the emotions you need to express to successfully convey a message.



ACTIVITY 6. READ AND PRACTICE

Instructions: Read an excerpt from the speech of former president Jose P. Laurel delivered over Station PIAM Manila, on February 29, 1944, addressed to the Filipino youth. Silently read it with your eyes; afterwards, read it out loud to yourself. Do not forget to read it with feelings using the appropriate emotions as expressed by the message. And yes, do not forget your hands.

Use the following rubric to guide and help you evaluate yourself. If you can, ask a family member or friend again to be your audience.

Speaking Rubric

Criteria	5	4	3	2	1
Facial expressions were appropriate to the emotions conveyed by the message.					
Gestures were used to put emphasis on the message.					
Body movements were proper and not distracting.					
Total					

"Isagani, one of the youthful characters that stand out in bold relief in Rizal's Noli, once called on one of the leading lawyers in Manila for some advice. The lawyer advised Isagani to follow the line of least resistance. "Why fight, why think," he argued, "when somebody else will do the fighting and thinking for you? Prosperity, happiness, and peace of mind," the legal adviser pointed out, lie in the direction of the current. "Believe me," he concluded, "you will remember me and think me right when you have gray hairs like mine."

What was Isagani's retort? "When I have gray hairs like yours," he answered, "and I look back upon my past and see that I had worked only for myself, without having done what I could well have done and should have done for the country which has given me everything, then, every gray hair of mine will be for me a thorn and instead of being proud of my gray hairs, I shall be ashamed of them."

Do the Filipino youth of today talk and feel that way? Are they fully aware of the tremendous responsibility placed upon them by Rizal when he called them "fair and sacred hope of the Fatherland?" Are they willing to die for their convictions, to fight hunger and poverty and all the other evils that hard times bring in their train so that their country, their people, their Republic, might live in peace and in abundance?

Contrasting his age and that of his son, the father of Ibarra, Rizal's hero in the NOLI, said: "The future opens itself for you; for me it is closing. Your affections are being born; mine are dying. Fire burns in your blood; frost is congealing in mine; and yet you cry and do not know how to sacrifice the present for the future, a future which will be useful to you and your country."

Source: Malacañan Palace; Presidential museum and library, Office of the Solicitor General Library, <http://malacanang.gov.ph/5475-speech-of-president-laurel-addressed-to-the-filipino-youth-february-29-1944/>

ACTIVITY 7. REFLECTION

Instructions: Write a short reflection on the excerpt you have read.

Reflection Rubric

Criteria	5	4	3	2	1
The reflection is organized and well-structured.					
The reflection shows relevant observations.					
The reflection is free from grammar errors.					
Total					

ACTIVITY 8. CAPTION THIS

Instructions: Write a short caption for each photo shown below. What do you think are the speakers saying based on their facial expressions and gestures? Write your answers inside the speech boxes.

1.



Source:pxfuel.com, speech, <https://www.pxfuel.com/en/free-photo-xdnpb>, Free for commercial use, DMCA

2.



Source:pxfuel.com, speech, <https://www.pxfuel.com/en/free-photo-eoyne>, Free for commercial use, DMCA

3.



Source: n.bhupinder, Satya Nadella, <https://search.creativecommons.org/photos/53810054-ec00-4330-badf-27743bbe2d7a>, "Satya Nadella" by n.bhupinder is licensed under CC BY 2.0, Creative Commons Attribution 4.0 International license

You have reached the end of this module.
You did very well in all the activities found
here. Answer the remaining activities to
finally assess what you have learned.
You can do it!



POST TEST

ACTIVITY 9. IDENTIFICATION

Instructions: Give what is being asked in each item.

- _____ 1. It is a wordless way of communicating.
- _____ 2. This process requires the ability to use facial expressions and gestures in a natural and appropriate way.
- _____ 3. What do you use when you tell people that you are happy by smiling?
- _____ 4. This explains that human expressions such as disappointment can be identified as an emotional state under a primary emotion.
- _____ 5. Waving your hand to say hello is an example of what?
- _____ 6. It is a form of communication that uses words.

_____ 7. This is the kind of movement that is considered good in public speaking.

_____ 8. This is the kind of movement that is not considered good in public speaking.

Are you up for some extra challenge?
Check out your assignment.



ASSIGNMENT

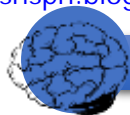
ACTIVITY 10. PRACTICE MAKES PERFECT!

Search for a short speech or an excerpt of a speech on the internet, newspaper, or book: whatever is available for you.

Write down a copy of it inside the box below. Practice reciting the speech in front of a mirror. Do not forget to write the title of the speech and the name of its author.

Congratulations for finishing this lesson! I am sure you will also successfully hurdle the rest. See you in the next! Bye for now!





ANSWER KEY

This part is for the teacher's eyes only.

Vocabulary List

1. Speech Delivery
2. Verbal language
3. Non-verbal language
4. Facial Expression
5. Gesture/s
6. Movement

Pre-Test

ACTIVITY 2. GAUGE YOUR KNOWLEDGE

1. E
2. B
3. D
4. A
5. C

Learning Activities

ACTIVITY 4.

Answers may vary

ACTIVITY 5.

Answer may vary

ACTIVITY 6. READ AND LEARN.

ACTIVITY 7.

Answers may vary

ACTIVITY 8.

Answers may vary

Post Test

ACTIVITY 9.

1. Non-verbal communication

2. Speech Delivery

3. Facial Expression

4. Parrott's tree-structured theory

5. Gesture

6. Verbal Communication

7. Any movement that reinforces or amplifies your message

8. Any movement that detracts from your message



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<http://malacanang.gov.ph/5475-speech-of-president-laurel-addressed-to-the-filipino-youth-february-29-1944/>

